National Association for Sport and Physical Education

An Association of
The American Alliance for Health, Physical Education, Recreation, and Dance
(AAHPERD)

Standards for Initial Programs in Physical Education Teacher Education

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Standards for Initial Preparation of Physical Education Teachers

The NASPE/AAHPERD Standards for Initial Physical Education represent an integrated approach to physical education teacher education with a focus on the performance of teacher candidates in relation to the outcomes incorporated within each standard. NASPE anticipates that beginning physical education teachers who demonstrate acceptable performance in each of the ten standards will be sufficiently able to implement curriculum and instruction related to the NASPE K-12 Physical Education Content Standards (Appendix A) found in Moving Into the Future: National Physical Education Standards (NASPE, 1995a).

Programs can address and evaluate candidate performance of the NASPE/AAHPERD standards through an array of coursework, learning experiences, and fieldwork. This approach constitutes a performance-based approach to the accreditation of teacher education programs based on the skills, knowledge, and dispositions of candidates instead of programmatic requirements and accomplishments. Institutions/programs will be given the opportunity to demonstrate compliance by reporting results from traditional methods of teacher candidate performance assessment and also such non-traditional approaches as community service projects, demonstrated competency outside of a course, involvement in school district or state level projects, and self-directed experiences. A comprehensive, on-going assessment process using multiple sources of data will enable the PETE program to present convincing evidence about what a beginning teacher candidate can do and what they know, as well as the candidates' central values, beliefs, and attitudes about the teaching-learning process, students, and physical education.

Regardless of the means of assessment, institutions are required to provide evidence that teacher candidates demonstrate acceptable performance in relation to each of the ten NASPE/AAHPERD beginning teacher standards. Outcomes within each standard are meant to assist the program with candidate assessment by highlighting the key elements of each standard. Programs will be judged holistically on their compliance with the standards, not on the specific outcomes. It is strongly recommended that the program concentrate on providing evidence that their candidates have achieved each standard. To determine whether programs meet the NASPE/AAHPERD Initial Standards, each outcome includes accompanying criteria

to describe an "Acceptable" and "Unacceptable" level of performance relative to the standards. Criteria for the "Target" level represent NASPE's view of high-quality beginning teacher candidate performance and should be viewed as skills, knowledge and dispositions that a beginning teacher might strive to attain. "Possible Sources of Evidence" are suggested for each standard to assist programs in seeking the most appropriate evidence on candidate performance. These are intended **only** as examples, not as prescriptions for inclusion.

Standard, Rationale, and Outcomes

Standard 1: Content Knowledge.

Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

This standard represents the discipline specific content and skill knowledge necessary to provide curriculum and instruction related to NASPE K-12 Content Standards 1-4 found in <u>Moving Into the Future: National Physical Education Standards </u>(NASPE, 1995a). To meet this standard, programs will document assessment activities that include motor skills, content knowledge in subdisciplines, and the application of disciplinary content to teaching.

Outcomes - Teacher candidates[def] will:

1.1   Identify critical elements[def] of motor skill performance[def], and combine motor skills into appropriate sequences for the purpose of improving learning.

1.2   Demonstrate competent motor skill performance in a variety of physical activities[def].

1.3   Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).

1.4   Describe and apply bioscience (anatomical, physiological, and biomechanical) and psychological concepts to skillful movement, physical activity, and fitness.

1.5   Understand and debate current physical education/activity issues and laws[def] based on historical, philosophical, and sociological perspectives.

1.6   Demonstrate knowledge of approved state and national content standards and local program goals.

Note: Throughout this document the term <u>candidates</u> refers to pre-service teachers in an initial preparation program. The term <u>student</u> refers to the school age (K-12) student.

Standard 2: Growth and Development.

Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

The focus of this standard is the application of growth and development concepts to creating learning experiences. Teacher candidates will demonstrate the ability to plan and implement developmentally appropriate learning experiences based on expected developmental levels.

Outcomes - Teacher candidates will:

2.1   Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and social/emotional domains.

2.2   Understand the biological, psychological, sociological, experiential, and environmental factors (e.g. neurological development, physique, gender, socio-economic status) that impact developmental readiness to learn and refine movement skills.

2.3   Identify, select, and implement appropriate learning/practice opportunities based on understanding the student[def], the learning environment, and the task.

Standard 3: Diverse Students.

Physical education teachers understand how individuals differ in their approaches to learning, and create appropriate instruction adapted to these differences.

Through this standard, teacher candidates demonstrate their ability to plan and implement learning experiences that are sensitive to diverse students, and that will enable students to develop qualities of respect and responsibility as defined in NASPE K-12 Content Standards 5-6.

Outcomes - Teacher candidates will:

3.1   Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural, personal, family, community).

3.2   Use appropriate services and resources to meet diverse learning needs.

Standard 4: Management and Motivation.

Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

This standard is concerned with teacher candidate's use of a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students. Teacher candidates whose performance is acceptable will be effective in helping students develop behaviors related to respect, responsibility, and enjoyment of physical activity (NASPE K-12 Content Standards 5-7).

Outcomes - Teacher candidates will:

4.1   Use managerial routines that create smoothly functioning learning experiences[def] and environments.

4.2   Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, teacher attention) to provide active and equitable learning experiences[def].

4.3   Use a variety of developmentally appropriate practices to motivate students to participate in physical activity inside and outside of the school.

4.4   Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.

4.5   Develop an effective behavior management plan[def].

Standard 5: Communication.

Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

Teacher candidates demonstrate sensitivity to all students, and model appropriate behavior.

Outcomes - Teacher candidates will:

5.1   Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication[def]).

5.2   Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).

5.3   Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).

5.4   Describe and implement strategies to enhance communication among students in physical activity settings.

Standard 6: Planning and Instruction.

Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national (NASPE K-12) standards.

This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills.

Outcomes - Teacher candidates will:

6.1   Identify, develop, and implement appropriate program and instructional goals.

6.2   Develop long and short-term plans that are linked to both program and instructional goals, and student needs.

6.3   Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.

6.4   Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.

6.5   Apply disciplinary[def] and pedagogical knowledge in developing and implementing effective learning environments and experiences.

6.6   Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.

6.7	Select and implement appropriate (i.e., comprehensive, accurate, useful, safe) teaching resources and curriculum materials.

6.8	Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.

6.9	Develop and use appropriate instructional cues and prompts[def] to facilitate competent motor skill performance.

6.10	Develop a repertoire of direct and indirect instructional formats[def] to facilitate student learning (e.g., ask questions, pose scenarios, promote problem solving and critical thinking, facilitate factual recall).

Standard 7: Student Assessment.

Physical education teachers understand and use assessment to foster physical, cognitive, social, and emotional development of students in physical activity.

Teacher candidates will use various forms of authentic and traditional assessment to determine achievement, provide feedback to students, and guide instruction. Critical to this process will be an analysis of the appropriateness of various assessments.

Outcomes - Teacher candidates will:

7.1	Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity[def], reliability[def], and bias[def].

7.2	Use a variety of appropriate authentic[def] and traditional assessment[def] techniques (including both self and peer assessments) to assess student understanding and performance, provide feedback, and communicate student progress (i.e., for both formative[def] and summative[def] purposes).

7.3	Interpret and use learning and performance data to make informed curricular[def] and/or instructional decisions.

Standard 8: Reflection.

Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, fellow professionals), and seek opportunities to grow professionally.

This standard can be met through evidence that demonstrates effective self-reflection on the part of teacher candidates.

Outcomes - Teacher candidates will:

8.1   Use a reflective cycle involving description of teaching, justification of teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.

8.2   Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.

8.3   Construct a plan for continued professional growth based on the assessment of personal teaching performance.

Standard 9: Technology.

Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

The intent of this standard is to ensure that teacher candidates develop knowledge of and ability to implement current technologies in order to enhance learning.

Outcomes – Teacher candidates will:

9.1   Demonstrate knowledge of current technologies and their application in physical education.

9.2   Design, develop, and implement student learning activities that integrate information technology.

9.3   Use technologies to communicate, network, locate resources, and enhance continuing professional development.

Standard 10: Collaboration.

Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

This standard encompasses teacher candidates' opportunities to interact and advocate for physical activity both in school and the larger community. Inclusion of learning experiences that involve teacher candidates with community agencies would be appropriate.

Outcomes - Teacher candidates will:

10.1   Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.

10.2   Actively participate in the professional physical education community (e.g., local, state, district, national) and within the broader education field.

10.3   Identify and actively seek community resources to enhance physical activity opportunities.

10.4   Pursue productive relationships with parents/guardians and school colleagues, to support student growth and well-being.

Standards, Outcomes, Criteria for Teacher Candidate Performance and Some Examples of Evidence

        The SASB requires the development of criteria to describe an appropriate and acceptable level of candidate performance in relation to beginning teacher standards (NCATE, 2000). Accordingly, this section contains rubrics/criteria for each outcome under each standard. In order to receive approval, programs should provide evidence that candidates meet the criteria at the "acceptable" level through the use of multiple and varied assessments. Programs do not have to provide evidence for each outcome; however, the program report will be judged holistically for the standard and there must be sufficient strong evidence that the standard has been met no matter how many outcomes are addressed.

Standard 1: Content Knowledge.

Physical education teachers understand physical education content and disciplinary concepts related to the development of a physically educated person.

Outcome	Unacceptable	Acceptable	Target
1.1 Identify critical elements of motor skill performance, and combine motor skills into appropriate sequences for the purpose of improving learning.	Teacher candidates <u>cannot</u> identify critical elements of motor skill by verbal or written analysis. They do not combine motor skills appropriately to demonstrate smoothly sequenced movement performances	Teacher candidates <u>satisfactorily</u> demonstrate the ability to identify critical elements both verbally and by written analysis. Motor skills are combined sequentially to facilitate motor performance.	Teacher candidates have <u>in-depth</u> knowledge of critical elements across a wide range of physical activities, as evidenced by effective verbal and written analysis. They are able to combine skills in a wide range of activities to demonstrate efficient movement performances.
1.2 Demonstrate competent motor skill performance in a variety of physical activities.	Teacher candidates demonstrate only a <u>novice level</u> of motor skill performance across a range of physical activities.	Teacher candidates demonstrate <u>competent</u> motor skill performance in several physical activities and proficiency in some.	Teacher candidates demonstrate <u>proficiency</u> of performance in a <u>wide range</u> of physical activities.
1.3 Describe performance concepts and strategies related to skillful movement and physical activity (e.g. fitness principles, game tactics, skill improvement principles).	Teacher candidates demonstrate an <u>inadequate</u> understanding of concepts and strategies underlying skillful movement, as evidenced by "surface level" verbal and written analyses of movement performance.	Teacher candidates demonstrate an understanding of concepts and strategies related to skillful movement through <u>accurate analysis</u> of "why" movement performance occurs as it does, and by the identification of factors that distinguish novice from expert movement performance.	Teacher candidates are able to analyze performance in a <u>wide range of activities</u> and can identify reasons for different performance levels, from <u>novice to proficient</u> to expert. This analysis includes recommendations for performance improvement.
1.4 Describe and apply bioscience (anatomical, physiological, biomechanical) and psychological concepts to skillful movement, physical activity, and fitness.	Teacher candidates <u>demonstrate lack of knowledge</u> concerning bioscience concepts and lack of reference to these concepts in lesson planning and implementation.	Teacher candidates <u>demonstrate</u> bioscience knowledge and use this knowledge appropriately to plan and teach for skillful movement, physical activity, and fitness.	Teacher candidates demonstrate, through written analysis, <u>an advanced understanding</u> of bioscience concepts and the application of these concepts to physical activity. Bioscience concepts are <u>strongly considered</u> in planning and implementation of physical education content

Standard 1: Content Knowledge (Continued)

Outcome	Unacceptable	Acceptable	Target
1.5 Understand and debate current physical activity issues and laws based on historical, philosophical, and sociological, perspectives.	Teacher candidates demonstrate inadequate understanding of, and concern for, critical issues related to physical activity	Teacher candidates demonstrate the ability to think critically about issues related to physical activity, through verbal and written analysis, and an understanding of the law as it relates to Physical Education teaching.	Teacher candidates are able to clearly differentiate between opposing viewpoints related to key issues and laws. They are able to debate these issues by expressing personal viewpoints, both verbally and in writing, in a professional manner.
1.6 Demonstrate knowledge of approved state and national content standards, and local program goals.	Teacher candidates demonstrate, through verbal and written documentation, a lack of knowledge of approved standards including the NASPE content standards for Physical Education.	Teacher candidates are able to demonstrate, through verbal and written documentation, knowledge of approved standards including the NASPE content standards for Physical Education.	Teacher candidates demonstrate, through verbal and written documentation, knowledge of approved standards including the NASPE content standards for Physical Education. Teacher candidates are able to use these standards for curriculum and instructional planning purposes.

Possible Sources of Evidence:
Skill and game performance analyses
Skill and game performance assessments
Curriculum and unit planning materials
Lesson plans
Test and examination scores
Philosophical statements

Standard 2: Growth and Development.

Physical education teachers understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social, and emotional development.

Outcome	Unacceptable	Acceptable	Target
2.1 Monitor individual and group performance in order to design safe instruction that meets student developmental needs in the physical, cognitive, and socio/emotional domains.	Teacher candidates do not monitor individual or group performance. They show poor observation skills, and an inability to describe, either verbally or in writing, the environmental needs of the student.	Teacher candidates demonstrate the ability to determine student needs through appropriate monitoring which is followed by design of safe learning environments.	Teacher candidates demonstrate strong observation and monitoring skills, leading them to design safe instruction in a variety of activities, to meet student developmental needs in all domains.
2.2 Identify, select, and implement appropriate learning/practice opportunities based on expected progressions and levels of readiness.	Teacher candidates identify developmentally inappropriate content based on observation and assessment of student readiness and expected progression.	Teacher candidates can identify and implement developmentally appropriate learning opportunities for a whole class, and are able to extend and refine content for the class as appropriate.	Teacher candidates identify and implement developmentally appropriate content, and then individualize instruction for those students who exhibit greater readiness or faster progression of learning.
2.3 Identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	Teacher candidates identify inappropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.	Teacher candidates demonstrate understanding of the interaction of student, learning environment, and task, and can identify/select appropriate learning/practice opportunities based on this understanding.	Teacher candidates consistently identify, select, and implement appropriate learning/practice opportunities based on understanding the student, the learning environment, and the task.

Possible Sources of Evidence:
Reflective logs
Lessons plans
Data collected from observations of teaching
Student case studies

Standard 3: Diverse Students

Physical education teachers understand how individuals differ in their approaches to learning and creates appropriate instruction adapted to these differences.

Outcome	Unacceptable	Acceptable	Target
3.1 Identify, select, and implement appropriate instruction that is sensitive to students' strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g. cultural, personal, family, community).	Teacher candidates have only a single way to teach all students, and do not identify appropriate instruction to meet the individual needs of school age students.	Teacher candidates demonstrate the ability to identify, select, and implement appropriate instruction based on student needs.	Teacher candidates strongly consider student needs in the identification, selection and implementation of instruction. An appreciation for individual learning styles, and student experiences is evident.
3.2 Use appropriate strategies, services, and resources to meet diverse learning needs.	Teacher candidates do not seek appropriate strategies, services, and resources to meet diverse learning needs.	Teacher candidates use appropriate strategies, services, and resources to meet diverse learning needs.	Teacher candidates demonstrate effective use of varied instructional formats, appropriate referral to school services, and selection of innovative resources to meet diverse learning needs

Possible Sources of Evidence:
Student case studies
School district analyses
Lesson plans
Evidence of infusing culturally diverse opportunities

Standard 4: Management and Motivation.

Physical education teachers use an understanding of individual and group motivation and behavior to create a safe learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Outcome	Unacceptable	Acceptable	Target
4.1 Use managerial routines that create smoothly functioning learning experiences.	Teacher candidates use managerial routines that <u>do not</u> create smoothly functioning learning experiences. Routines are not evident and lessons are poorly paced.	Teacher candidates are <u>able to use managerial routines</u> that create smoothly functioning learning experiences.	Teacher <u>candidates develop and implement managerial routines that maximize</u> active student engagement and provide for optimal learning.
4.2 Organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.	Teacher candidates are <u>unable to</u> organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences. Lessons do not flow from one activity to another.	Teacher candidates are <u>able to</u> organize, allocate, and manage resources (e.g., students, time, space, equipment, activities, and teacher attention) to provide active and equitable learning experiences.	Teacher candidates <u>are most effective</u> at organizing, allocating, and managing resources in order to maximize activity time and to ensure that <u>all students have an equal opportunity to participate and learn.</u>
4.3 Use a variety of developmentally appropriate practices (e.g. content selection, instructional formats, use of music, appropriate incentive/rewards) to motivate school age students to participate in physical activity inside and outside of the school.	Teacher candidates <u>do not use appropriate practices</u> to motivate school age students to participate in physical activity inside and outside of the school.	Teacher candidates <u>use a variety of developmentally appropriate practices</u> to motivate school age students to participate in physical activity inside and outside of the school.	Teacher candidates <u>are adept at recognizing the motivational needs</u> of the student. They use a wide variety of developmentally appropriate, and individualized practices to motivate students to participate in physical activity both inside and outside of the school.

Standard 4: Management and Motivation (Continued)

Outcome	Unacceptable	Acceptable	Target
4.4 Use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.	Teacher candidates do not use strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment.	Teacher candidates use appropriate strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment.	Teacher candidates use the widest possible range of strategies to help students demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, and cooperation) that promote positive relationships and a productive learning environment. Such strategies will be evident in both curriculum and instructional planning and implementation
4.5 Develop an effective behavior management plan.	Teacher candidates find behavior difficult to manage. Candidates are critical of students and negative in interactions. There is little evidence of positive reinforcement.	Teacher candidates are able to develop an effective behavior management plan.	Teacher candidates are able to develop and implement an effective behavior management plan, that contributes to a positive learning environment

Possible Sources of Evidence:

Unit and Lesson plans

Behavior management plans

Date from teaching observations (e.g. ALT-PE, OTRs)

Student activity logs

Standard 5: Communication.

Physical education teachers use knowledge of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings.

Outcome	Unacceptable	Acceptable	Target
5.1 Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication).	Teacher candidates demonstrate ineffective communication skills (e.g. use inappropriate grammar, talk too fast, use developmentally inappropriate vocabulary).	Teacher candidates demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication.	Teacher candidates consistently use effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication), to create a positive and learning oriented environment.
5.2 Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).	Teacher candidates use only a very limited repertoire of communication strategies to convey managerial and instructional information (e.g. limited to oral communication). They demonstrate limited motivation and creativity.	Teacher candidates communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, posters, Internet, video).	Teacher candidates use the most appropriate, innovative, and varied means of communicating managerial and instructional information.
5.3 Communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).	Teacher candidates communicate in ways that demonstrate a lack of sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).	Teacher candidates communicate in ways that demonstrate sensitivity to all students (e.g., considerate of ethnic, cultural, socio-economic, ability, gender differences).	Teacher candidates demonstrate the most consideration for all school age students, by using sensitive, appropriate, and varied means of communication, materials, and resources.

Standard 5: Communication (Continued)

Outcome	Unacceptable	Acceptable	Target
5.4 Describe and implement strategies to enhance communication among students in physical activity settings.	Teacher candidates <u>do not</u> implement strategies to enhance communication among students in physical activity settings. Candidates demonstrate poor listening skills.	Teacher candidates <u>implement strategies to enhance communication</u> among students in physical activity settings.	Teacher <u>candidates routinely use varied and effective strategies</u> to enhance communication among students in physical activity settings. Inter-student communication might be related to management or instruction.

Possible Sources of Evidence:
Data from observation of teaching (e.g. feedback analysis, observation of non-verbal communication)
Resource files
Lesson plans
Visual aids presentations

Standard 6: Planning and Instruction.

Physical education teachers plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals.

Outcome	Unacceptable	Acceptable	Target
6.1 Identify, develop, and implement appropriate program and instructional goals.	Teacher candidates identify, develop, and implement developmentally inappropriate program and instructional goals.	Teacher candidates identify, develop, and implement developmentally appropriate program and instructional goals and demonstrate effective goal setting techniques.	Teacher candidates identify, develop, and implement developmentally appropriate program and instructional goals using a wide range of physical activities to demonstrate effective goal setting techniques.
6.2 Develop short and long-term plans that are linked to both program and instructional goals, and student needs.	Teacher candidates demonstrate basic planning ability that is not linked to learning goals and student needs.	Teacher candidates demonstrate the ability to develop short and long-term plans that are linked to both learning goals, student needs/performance.	Teacher candidates demonstrate the ability to develop short and long-term plans that are linked to both learning goals and student needs/performance. Teacher candidates are then able to adapt these plan s to ensure student progress, motivation, and safety..
6.3 Select and implement instructional strategies, based on selected content, student needs, and safety issues, to facilitate learning in the physical activity setting.	Teacher candidates select and implement instructional strategies that fail to account for content, student needs, and/or safety.	Teacher candidates select and implement instructional strategies that are based on content, student needs, and safety issues, to facilitate student learning.	Teacher candidates are able to select and implement appropriate instructional strategies that are based on content, student needs, and safety issues, to facilitate student learning in a wide range of physical activity settings.
6.4 Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective instruction.	Teacher candidates design and implement learning experiences that do not show evidence of considering safety, appropriateness, and principles of effective instruction.	Teacher candidates are able to design and implement learning experiences that are safe, developmentally appropriate, and based on principles of effective instruction.	Teacher candidates demonstrate the ability to design and implement varied learning experiences that are safe, developmentally appropriate, and based on principles of effective instruction.

Standard 6: Planning and Instruction (Continued)

Outcome	Unacceptable	Acceptable	Target
6.5 Apply disciplinary and pedagogical knowledge in developing and implementing effective learning environments and experiences.	Teacher candidates <u>do not</u> apply disciplinary and/or pedagogical knowledge in developing and/or implementing effective instruction.	Teacher candidates <u>demonstrate the ability to apply disciplinary and pedagogical knowledge</u> in developing and implementing effective instruction.	Teacher candidates <u>consistently</u> apply disciplinary and pedagogical knowledge in developing and implementing effective instruction in a wide range of physical education content.
6.6 Provide learning experiences that allow students to integrate knowledge and skills from multiple subject areas.	Teacher candidates <u>ignore potential relationships</u> between Physical Education and other subject areas from the perspective of providing integrated learning experiences.	Teacher candidates <u>demonstrate,</u> through effective lesson planning and implementation, the understanding that Physical Education can provide an environment for integrated learning experiences that draw on students' classroom experiences.	Teacher candidates <u>consistently plan and implement</u> learning experiences that integrate knowledge and skills required by local and state curriculums with developmentally appropriate Physical Education content.
6.7 Select and implement appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials.	Teacher candidates select and implement <u>inappropriate</u> teaching resources and curriculum materials.	Teacher candidates demonstrate their ability to <u>select and implement</u> <u>developmentally appropriate</u> (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials.	Teacher candidates demonstrate the ability to select and implement developmentally appropriate (i.e., comprehensive, accurate, useful, and safe) teaching resources and curriculum materials for a <u>wide range of physical activity settings</u>.
6.8 Use effective demonstrations and explanations to link physical activity concepts to appropriate learning experiences.	Teacher candidates use <u>ineffective</u> demonstrations and explanations.	Teacher candidates are <u>able to</u> use effective demonstrations and explanations to link physical activity concepts to appropriate physical activity experiences.	Teacher candidates <u>routinely use effective demonstrations and explanations</u> to link physical activity concepts to appropriate physical activity experiences in a wide range of physical education content.

Standard 6: Planning and Instruction (Continued)

Outcome	Unacceptable	Acceptable	Target
6.9 Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.	Teacher candidates do not show the ability to develop teaching cues from previously identified critical elements, as evidenced by verbal/ written analysis and by the absence of appropriate teaching cues in lesson plans.	Teacher candidates are able to develop teaching cues and prompts, as evidenced by lesson plan contents. These cues will be sufficient to facilitate competent motor skill performance.	Teacher candidates identify and plan teaching cues that will facilitate proficient performance. These cues are designed to challenge higher level performers to refine skill performance.
6.10 Develop a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving, critical thinking).	Teacher candidates do not develop both direct and indirect instructional formats to facilitate student learning.	Teacher candidates demonstrate direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving and critical thinking,).	Teacher candidates demonstrate a repertoire of direct and indirect instructional formats to facilitate student learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving and critical thinking,) in a wide range of physical activity settings.

Possible Sources of Evidence:
Curriculum, unit, and lesson plans
Data from teaching observations (e.g. demonstrations analyses, analysis of questions used)

Standard 7: Student Assessment.

Physical education teachers understand and use assessment to foster physical, cognitive, and emotional development of students in physical activity.

Outcome	Unacceptable	Acceptable	Target
7.1 Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.	Teacher candidates <u>cannot</u> identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.	Teacher <u>candidates are able to identify key components of various types of assessment</u>, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.	Teacher candidates <u>routinely use knowledge of key assessment components</u> to select and/or develop appropriate tools for student assessment. Such tools will be valid, reliable, and free of bias. Assessments reflect varying learning needs of individual students or groups, and are aligned to specific instructional goals.
7.2 Use a variety of appropriate authentic and traditional assessment techniques to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Teacher candidates <u>use only traditional assessment techniques</u> to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Teacher candidates use a <u>variety of appropriate authentic and traditional assessment techniques</u> to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes).	Teacher candidates <u>use a wide variety of appropriate authentic and traditional assessment techniques</u> to assess student performance, provide feedback, and communicate student progress (i.e., for both formative and summative purposes). <u>Ongoing assessment practices will measure learning in all domains (i.e., psychomotor, cognitive and affective).</u>
7.3 Involve students in self and peer assessment.	Teacher candidates use only instructor assessments and <u>do not</u> involve students in self and peer assessment.	Teacher candidates <u>involve students</u> in self and peer assessment.	Teacher candidates <u>routinely use a variety of authentic and traditional assessment techniques to involve students</u> in self and peer assessment, thereby <u>engaging students in self-analysis and reflection</u>.

Standard 7: Student Assessment (Continued)

Outcome	Unacceptable	Acceptable	Target
7.4 Interpret and use performance data to inform curricular and instructional decisions.	Teacher candidates <u>ignore performance data</u> as a potential source to inform curricular and instructional decisions.	Teacher candidates <u>interpret and use</u> performance data to inform curricular and instructional decisions.	Teachers candidates make <u>short term curriculum and instruction revisions based on student performance</u>, and consider the implications of <u>student performance data for longer term curriculum development</u>

Possible Sources of Evidence:
Data collected form student assignments
Data from observations of teaching (e.g. feedback analysis)
Reflective logs
Fitness assessment results
Teacher constructed rubrics and other sources of authentic assessment

Samples of work from student portfolios.

Standard 8: Reflection.

Physical education teachers are reflective practitioners who evaluate the effects of their actions on others (e.g., students, parents/guardians, and fellow professionals), and seek opportunities to grow professionally.

Outcome	Unacceptable	Acceptable	Target
8.1 Use a reflective cycle involving description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change.	Teacher candidates demonstrate inconsistency in using a reflective cycle involving the description of teaching, justification of the teaching performance, critique of the teaching performance, and the setting of teaching goals and implementation of change in lesson plan development and/or instruction.	Teacher candidates demonstrate a sufficient ability to use a reflective cycle involving description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change, as evidenced by lesson reflections and lesson modifications implemented in subsequent lessons of a comparable nature.	Teacher candidates consistently demonstrate use of a reflective cycle involving description of teaching, justification of the teaching performance, critique of the teaching performance, the setting of teaching goals, and implementation of change by "reflecting in action" through the implementation of changes and modifications both during and following instruction in order to impact student learning.
8.2 Use available resources (e.g., colleagues, literature, professional associations) to develop as a reflective professional.	Teacher candidates do not avail themselves of resources such as colleagues, literature, or professional associations to develop as a reflective professional.	Teacher candidates avail themselves of several resources such as colleagues, literature, and professional associations to develop as a reflective professional.	Teacher candidates avail themselves of a wide variety of resources such as colleagues, literature, and professional associations on a regular basis to remain current and continue their development as a reflective professional.
8.3 Construct a plan for continued professional growth based on the assessment of personal teaching performance.	Teacher candidates do not plan for future professional growth by assessing personal teaching performance	Teacher candidates are able to effectively assess personal teaching performance and develop a professional development plan based on this data.	Teacher candidates routinely assess teaching behaviors and relate this data to student outcomes in developing a plan for professional growth.

Standard 8: Reflection (Continued)

Possible Sources of Evidence:
Reflective log
Resource identification assignments
Professional development plan

Standard 9: Technology.

Physical education teachers use information technology to enhance learning and to enhance personal and professional productivity.

Outcome	Unacceptable	Acceptable	Target
9.1 Demonstrate knowledge of current technologies and their application to physical education.	Teacher candidates possess only a limited knowledge of current technologies and rarely are able to apply them to physical education content and instruction.	Teacher candidates possess an adequate knowledge of current technologies and are able to apply these technologies appropriately to physical education content and instruction.	Teacher candidates possess an extensive knowledge of current technologies and their application to physical education, as demonstrated by appropriate use in a wide variety of instructional and curricular contexts to facilitate and enhance student learning.
9.2 Design, develop, and implement student learning activities that integrate information technology.	Teacher candidates do not use any type of information technology in the design, development, and implementation of student learning activities.	Teacher candidates are able to employ several types of information technology in the design, development, and implementation of student learning activities.	Teacher candidates are able to effectively employ numerous and varied types of information technology in the design, development, and implementation of student learning activities.
9.3 Use technologies to communicate, network, locate resources, and enhance continuing professional development.	Teacher candidates demonstrate a very limited use of technologies to communicate, network, locate resources, and enhance continuing professional development.	Teacher candidates demonstrate a sufficient use of technologies to communicate, network, locate resources, and enhance continuing professional development.	Teacher candidates demonstrate an extensive use of technologies on a consistent basis to communicate, network, and locate resources for instructional purposes, in addition to facilitating on-going professional development

Standard 9: Technology (Continued)

Possible Sources of Evidence:

Lesson plans

Technology assignments

Technology developed/enhanced instructional materials

Evidence of use of networks, www, etc.

Use of multimedia technology for instruction and/or assessment

Standard 10: Collaboration.

Physical education teachers foster relationships with colleagues, parents/guardians, and community agencies to support students' growth and well-being.

Outcome	Unacceptable	Acceptable	Target
10.1 Identify strategies to become an advocate in the school and community to promote a variety of physical activity opportunities.	Teacher candidates <u>do not identify strategies</u> necessary to become an advocate in the school and community. Teacher candidates are unable to promote a wide variety of physical activity opportunities.	Teacher candidates are able to <u>identify several appropriate strategies</u> necessary to become an advocate in the school and community. Teacher candidates demonstrate the ability to promote a moderate variety of physical activity opportunities.	Teacher candidates are able <u>to effectively identify a wide range of appropriate strategies</u> to facilitate advocacy in both the school and community. Furthermore, teacher candidates promote numerous physical activity opportunities in both the school and community.
10.2 Actively participate in the professional physical education community (e.g., local, state, district, and national) and within the broader education field.	Teacher candidates <u>participate on a limited basis</u> only in the professional physical education community, but not within the broader field of education.	Teacher candidates <u>participate in the professional physical education community at the local and/or state levels</u> and demonstrate limited participation within the broader field of education.	Teacher candidates <u>participate in the professional physical education community on numerous levels</u> and within the broader field of education.
10.3 Identify and seek community resources to enhance physical activity opportunities.	Teacher candidates <u>do not demonstrate the ability</u> to identify and seek community resources to enhance physical activity opportunities.	Teacher candidates <u>can identify some community resources</u> to enhance physical activity opportunities and seek to use them on a limited basis.	Teacher candidates can <u>effectively identify and use community resources</u> to enhance physical activity opportunities by establishing collaborative relationships, where facilities and expertise are employed to provide physical activity opportunities that might not otherwise be available to students.

Standard 10: Collaboration (Continued)

Outcome	Unacceptable	Acceptable	Target
10.4 Establish productive relationships with parents/guardians and school colleagues, to support student growth and well being.	Teacher candidates <u>do not establish productive relationships</u> with parents/guardians and school colleagues, to support student growth and well being.	Teacher candidates are <u>able to establish somewhat productive relationships</u> with parents/guardians and school colleagues on a limited basis, to support student growth and well being.	Teacher candidates <u>consistently establish productive relationships</u> with parents/guardians and school colleagues on a consistent basis, as needed to support student growth and well being.

Possible Sources of Evidence:
Advocacy materials
Professional conference attendance and reports
Evidence of professional service
Parent-teacher conference attendance
Letters/communication with parents/community